

Readiness of Capalonga District on Gradual Resumption of Face-To-Face Classes

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DOI: <https://doi.org/10.47772/IJRISS.2026.100300187>

Received: 06 June 2025; Accepted: 14 June 2025; Published: 31 March 2026

ABSTRACT

This study is descriptive-correlational methods of research which described the readiness of Capalonga District on gradual resumption of face-to-face classes. Specifically, it sought to answer the following problems; 1) What is profile of the public schools in Capalonga District in terms of category; enrolment for SY 2021-2022; MOOE? 2) What is the extent of readiness of Capalonga District in the gradual resumption of face-to-face classes in terms of; managing safe school operations; ensuring teaching and learning well-being and protection; and home-school coordination?; 3) Is there a significant relationship between the profile of the public schools in Capalonga District and their extent of readiness for the gradual resumption of classes?; 4) What are the challenges in the gradual resumption of face-to-face classes encountered by the public schools in Capalonga District?; and 5) What intervention may be formulated to ensure the readiness of the schools gradual resumption of face-to-face classes in Capalonga District?

According to the school profile data, 63 percent of schools fall into the small category. More than 50 percent of the schools with 101 to 300 students enrolled. The majority of the schools have MOOE allocations of 300,000 or less, although one (1) recently founded school has no MOOE. According to the results, there are differences in the category, enrollment, and MOOE profiles of the schools in the Capalonga District. It is advised that schools continue to work closely with parents, the local community, national organizations, and other interested parties to increase enrollment and supplement resources.

This study also showed that, according to the perceptions of the school heads or principals, all schools have attained an excellent level of readiness for the gradual return of face-to-face instruction, along with managing safe school operations, ensuring teaching and learning, well-being and protection, and home-school coordination. It has been determined that all of the schools in the Capalonga District are prepared to start offering face-to-face instruction. According to this, schools should continue to adopt face-to-face lessons with outstanding readiness, especially when it comes to health regulations.

Furthermore, the profile of schools and extent of readiness for the three (3) variables considered obtained no significant relationship between the variables considered except for school's category profile and managing safe school operations. Based on the findings, it is concluded that the category of the school, enrolment and MOOE has no significant relationship on the readiness of schools on gradual resumptions of face-to-face classes in terms of ensuring teaching and learning, well-being and protection and home school coordination except managing safe school operations. It is recommended that the extent of readiness should be maintained and sustained all throughout the implementation of face-to-face classes. Moreover, the findings revealed the three (3) top challenges encountered such as; lack of hand washing area; no provision of an isolation room, and absence of waiting area in the school vicinity. It is concluded that despite obtaining excellent in readiness in all variables considered, there are challenges that surfaced along the preparation of the schools on the gradual resumption of face-to-face classes. So that, it is recommended that schools should construct additional handwashing facilities to achieve the handwashing-learner ratio for group handwashing and identify permanent isolation rooms and waiting areas even without the pandemic for health care purposes and provide additional space for isolation rooms and buildings intended for the purpose of holding the student and personnel with sign and symptoms of COVID- 19.

Based on the findings, the researcher proposed an intervention plan to make sure that will effectively happen to all schools in Capalonga District. The intervention plan focuses on addressing the revealed challenges encountered in the preparations of schools on the gradual resumption of face-to-face classes. It is recommended that the intervention plan should be adopted and implemented by Capalonga District after the approval of the public school's district supervisor and schools division superintendent.

Keywords: Gradual resumption, face-to-face classes, readiness, profile, managing safe school operations, ensuring teaching and learning, well-being, and protection, home-school Coordination,

INTRODUCTION

As the COVID-19 pandemic struck the world, schools were closed everywhere. Education was immune from the effects of this terrible illness. Students from wealthy families who have their parents' backing, are willing to learn, and are capable of doing so might be able to find their way through closed school doors to alternative learning alternatives. When their schools closed, those from underprivileged backgrounds frequently remained excluded (Schleicher, 2020).

Then, in March 2020, the Philippine government imposed a nationwide lockdown due to the corona virus's exponentially rising infection rate. In order to stop the spread of the corona virus, this lock-down forced the closure of all schools across the nation, restricted travel, forbade people from leaving their homes aside from to get basic necessities, observed physical distance, limited face-to-face interaction, prohibited mass gatherings, required the use of face masks and other preventative measures.

In order to fulfill this goal, various learning methods such as homeschooling, blended learning, and alternative learning modalities have been introduced. With the help of these creative programs, the hope for making quality education a reality in the nation will hopefully move beyond the realm of fantasy (Basic Education-Learning Continuity Plan, DepEd 2020). By virtue of Department Order No. 30, s., the School Year 2020–2021 began for all public schools on October 5, 2020. Then, on September 14, 2021, the School Year 2021-2022 was resumed through a distance learning modality. Despite the challenges brought about by the coronavirus disease (COVID-19), Education Secretary Leonor Briones said the Department of Education should continue for millions of Filipino learners nationwide.

Face-to-face classes, even in a limited capacity, can mitigate the challenges of distance learning (Malipot, 2020), so the Schools Division Office (SDO) shall facilitate the tool's administration to the nominated schools and create a composite team who will conduct the pilot implementation on November 15, 2021 for schools that passed the Department of Health (DOH) risk assessment. This tool consists of four (4) different sections that need to be evaluated. The first section concentrates on managing school operations and includes indicators like shared responsibility, alternative work arrangements, classroom layout and structure, school traffic management, protective measures, hygiene practices, and safety procedures, communication strategy, and contingency plan. With factors like learning materials, a dearth of in-person classes, and instructor support, the second section focuses on teaching and learning. The third section will examine the indicators of well-being and protection, such as personal protective equipment, COVID-19 case management, and including the most vulnerable. The collaboration between home and school makes up the last component (Department Memorandum No. 071, s. 2021).

As a result, all public schools in Camarines Norte's Schools Division are now open and offering face-to-face instruction (Division Management Committee Meeting, 2022). The fact that all schools participated in the few face-to-face lessons shows that public schools are prepared for the eventual return of face – to - face instruction. As one of the school heads in the Division of Camarines Norte, the researcher was inspired to conduct this study in order to contribute to the Department of Education, particularly in the Capalonga District, to ensure the success of the gradual return of face-to-face instruction.

METHODOLOGY

This chapter presents a thorough discussion of the research methodology.

Method of Research

The descriptive-correlational approach of research was used for this study. This study used a descriptive methodology to examine the profile of public schools in terms of their category, enrollment for the 2021–2022 school year, and MOOE. Additionally, it evaluated the difficulties associated with the gradual restart of face-to-face classes as well as their degree. It also identified the difficulties that the respondents had in preparing for the gradual start of face-to-face lessons. In order to determine whether there is a significant association between the profile of public schools and their level of readiness for the gradual return of face-to-face instruction, inferential methodology was utilized in this study.

Description of the Respondents

The study's respondents are principals, head teachers, and teachers in charge who have held their plantilla positions for at least a year. They are selected as a result because these school administrators have direct control over and management of the operations of the schools. The legitimately elected president of the General Parents Teachers Association (GPTA) for the academic year 2021–2022, or another representative chosen by the GPTA, is the respondent for the parents. For the academic year 2021–2022, the teachers who responded will serve as the faculty club's elected president. In the event that the president is not present, the vice president will be either the teachers who responded or any other officers of the club who are present.

Data Gathering Procedure

The methods for acquiring the data are clearly outlined in this section to ensure the greatest possible data outcomes. To ensure the authenticity and validity of the data, careful analysis and a step-by-step method are taken into consideration when generating the data. In order to make data retrieval simple, the survey administration will be conducted through a Google form. The researcher then made appointments with the schools to conduct interviews. The respondent's data and information, meanwhile, were handled with the strictest confidentiality and were solely used for study. As a result, using statistical methods, the data from the questionnaires that were gathered were statistically handled, presented, analyzed, and interpreted.

Statistical Treatment of Data

In order to find the solutions to the challenges listed in this study's problem statement, the researcher used a variety of statistical tools when analyzing the data. The profile of the public schools was described using frequency and percentage. The weighted mean and percentage were used by the researcher to assess how prepared participants were for the gradual restart of face-to-face instruction. Additionally, the viewpoint of the school head responders was taken into account when determining whether or not their specific schools were prepared for the gradual restart of face-to-face instruction.

Moreover, the significant relationship between the profile of the public schools and their extent of readiness on gradual resumption of classes was analyzed using the Somer's Delta Coefficient (d). Accordingly, the researcher employed frequency and ranking to identify the challenges encountered by the public schools in the gradual resumption of face-to-face classes.

RESULTS AND DISCUSSIONS

This part presents the results of the data analysis in response to the problems covered by the study.

Profile of the Public Schools

The profile of the public schools in terms of category, enrolment for school Year 2021-2022 is shown in Tables 1 to 3.

Category. Table 1 discussed the category of the public secondary schools in Capalonga District.

Table 1 Profile of the School in terms of Category

Classification	Frequency	Percentage (%)
Small	17	63.00
Medium	4	15.00
Large	6	22.00
Total	27	100

Although the majority of public schools—63 percent, or 17 out of 27 elementary and secondary institutions—fall into the small group. This was followed by the large category, which had six schools or 22 percent of the total, and the medium category, which had four schools or 15 percent of the total.

According to the data, more than half of the Capalonga District's public schools are small schools. This further implies that the majority of the district's residents have nine (9) or fewer teachers.

The lowest result suggests that there aren't many public schools in the medium category. Additionally, this indicates that the Capalonga District has just four (4) public schools with 10-29 instructors. However, there isn't a single school that falls into the mega-large category or has 51 or more teachers.

Enrolment. Table 2 shows the profile of the schools in terms of enrollment for School Year 2021-2022. It can be gleaned from the table that 16 schools in Capalonga District have 101-300 or 59.26 enrolment. It was followed by the 301-500 enrolment from four (4) schools or 14.8 percent. Three (3) schools have 100 and below enrolment or 11.11 percent; two (2) schools have 701-900 enrolment or 7.41 percent; and one (1) school has enrolment of 1001 and above while no school has enrolment ranges from 901-1,000.

Table 2 Profile of the Schools in terms of Enrolment for SY 2021-2022

No of student	Frequency	Percentage (%)
100 and below	3	11.11
101-300	16	59.26
301-500	4	14.8
501-700	1	3.70
701-900	2	7.41
901-1,000	0	0
1,001 and above	1	3.7
Total	27	100

The results show that more than 50% of the Capalonga District's public schools registered enrollments between 101 and 300 students. Additionally, as shown in Table 1, the majority of these institutions are minor institutions. The findings also show that enrollment in eight (8) schools from 301 to 1,001 students and above was reported. However, there are three (3) schools with at least 100 students. Interestingly, no school reported enrollment between 901 and 1000. The enrollment in public schools for the 2021–2022 academic year served as evidence that students are still motivated to pursue their education despite the pandemic.

Maintenance Operation and Other Expenses (MOOE). Table 3 shows the profile of schools in terms of Maintenance and Other Operating Expenses (MOOE). This is referring to the budget allocated for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that

support learning programs and help maintain a safe and healthy environment in schools. It can be gleaned from the data, that (13) thirteen schools have annual MOOE worth of 300,000 and below. Followed by 300,001-500,000 with nine (9) schools, while two (2) schools with 1,100,001 and above MOOE. Also, one (1) school with 700,001-900,000 and 900,001-1,100,00 annual budget; and no allocated fund for MOOE.

Table 3 Profile of the Schools in Terms of MOOE

MOOE	Frequency	Percentage (%)
None	1	3.7
300,000 and below	13	48.15
300,001-500,00	9	33.33
700,001-900,000	1	3.7
900,001-1,100,000	1	3.7
1,100,001 and above	2	7.5
Total	27	100

According to the statistics, over half of the schools had a total annual budget of less than 300,000 for their institutions. This further implies that the majority of schools have annual budgets of at least 300,000 for the calendar year. As a result, the MOOE at other schools was 3001 and higher. The MOOE of schools in the Capalonga District varies according to their enrolment and number of teachers, according to the statistics for MOOE allocation connected with Tables 1 and 2, for type of school and enrollment, respectively.

Extent of Readiness of Capalonga District in the Gradual Resumption of Face-to-Face Classes

Using the Safety Assessment Tool (SSAT) described in DepEd Memorandum No. 071, s., it was concluded that the Capalonga District was prepared for the gradual return of face-to-face instruction. 2021. The four (4) main components of this tool—managing school operations, teaching and learning, wellbeing and protection, and home-school coordination — are each subject to evaluation. Tables 4 –7 display how prepared the Capalonga District is, in the respondents' opinion, for the gradual restart of face-to-face instruction.

Managing Safe School Operations. Table 4 shows the extent of readiness on gradual resumption of face to face classes in Capalonga District in terms of managing safe school operations. The results show that only one (1) indication received a high extent of preparedness rating, while 10 out of 11 indicators received outstanding degree of readiness ratings. Additionally, this indicates that overseeing secure school operations received a great Extent Readiness rating with a weighted average score of 4.40, which can be translated to great extent. The overall results indicate that public schools in the Capalonga District are very well prepared for managing safe school operations, according to the perspective of the school heads or principals who participated in this survey as respondents.

Following the two indicators rated 4.49 (EER) in maintaining No. 10173 or the Data Privacy Act and establishing feedback mechanisms for p, it is clear from the given responses that public schools in the Capalonga District have excellent extents of readiness in ensuring the presence of health personnel or designated "clinic teachers" at the school clinic during school days, with the highest rating of 4.76 and described as Excellent Extent Readiness (EER).

While two indicators received an excellent rating of 4.46 for their level of readiness in establishing coordination mechanisms with the Barangay Health Emergency Response Team (BHERT) of the local Government Unit (LGU) to ensure that health protocols are followed correctly and monitoring and updating the learners' COVID-19 vaccination status through the DepEd Learners' Information System (LIS). With a weighted mean of 4.44, the replies demonstrate exceptional

Table 4 Extent of Readiness in the Gradual Resumption of Face-to-Face Classes along Managing Safe Schools Operation readiness to a great extent for educating parents and guardians about health and safety procedures at school and at home.

Indicators	Weighted Mean	Interpretation
1. As part of the preparations, involved the community in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts.	4.35	EER
2. Adjusted the class programs for 4 days in person classes and one (1) distance learning	4.42	EER
3. Monitored and updated the COVID-19 vaccination status of the learners through DepEd Learners' Information System (LIS).	4.46	EER
4. As part of the preparations, involved the levels of community governance - customary community leaders in the case of IP and Muslim communities; the barangay, municipal, and provincial leaders - in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts.	3.82	HER
5. Maintained a database of contact information for parents/guardians of children in their class advisory, including phone numbers and addresses, subject to compliance with RA No. 10173 or the Data Privacy Act.	4.49	EER
6. Established feedback mechanisms for parents, guardians, and community members on issues relative to the implementation of face-to-face classes.	4.49	EER
7. The school established coordination mechanisms with the Barangay Health Emergency Response Team (BHERT) of the local Government Unit (LGU) in ensuring health protocols are observed properly.	4.46	EER
8. Ensures that health inspection is routinely conducted during the conduct of the face-to-face classes.	4.32	EER
9. Ensures that a health personnel or designated "clinic teacher" is physically present at the school clinic during school days.	4.76	EER
10. Conducted orientation to parents/guardians about health and safety protocols in school and at home	4.44	EER
11. Established home-school coordination on reporting the health status of learners.	4.40	EER
Over-all Weighted Mean	4.40	EER

Legend:

<i>Range of Score</i>	<i>Adjectival Rating</i>
4.21 – 5.00	Excellent Extent of Readiness (EER)
3.41 - 4.20	High Extent of Readiness (HER)
2.61 - 3.40	Moderate Extent of Readiness (MER)
1.81 - 2.60	Low Extent of Readiness (LER)
1.00 - 1.80	Not Ready (NR)

As a result, with a weighted mean of 4.42, all public schools clearly adjusted their class schedules to include four days of in-person instruction and one day of online learning, as indicated by the respondents as good readiness. The respondents gave home-school collaboration on reporting students' health condition an outstanding extent readiness rating of 4.40. A weighted mean of 4.35 (EER) indicates good extent readiness in terms of the preparations made to include the community in the school reopening process in order to mold risk perceptions and successfully address localized health problems. Additionally, they have made sure that regular

health inspections are carried out during the delivery of the in-person classes, as graded 4.32 (EER). However, as part of the preparations, the levels of community governance - customary community leaders in the case of the IP and Muslim communities; the barangay, municipal, and provincial leaders - were involved in the school reopening process to shape the perceptions of risks and effectively respond to the health crises through localized efforts. This indicator received the lowest rating of 3.82 and was described as being at a high level of readiness. According to the respondents, they prioritized the placement of teacher as designated clinic teacher to provide immediate medical assessment to school personnel and students who might have the symptoms of COVID-19. According to the highest indicator, the schools in Capalonga District were prepared their school clinics in ensuring the presence of health personnel or designated "clinic teacher" during school days.

The second-highest signal suggests that all of the Capalonga District's schools demonstrated a willingness to provide channels for parents, guardians, and community members to provide feedback on implementation-related concerns. The respondents' point of view is that some of the feedback mechanisms they have implemented include: educating all parents about health protocols; outlining the class schedule and their roles and responsibilities; and asking parents about their issues and concerns regarding in-person instruction during orientation. They also constructed a group chat for parents and advisers to allow for open communication, and they set hotline lines through the school head and counsellors' cellphones to facilitate questions. Additionally, respondents who were school heads claimed that they attended the barangay meeting to inform the community about the start of face-to-face lessons and their counterpart's preparation. The barangay council has also reportedly passed a resolution expressing its full support for the introduction of face-to-face instruction, according to school administrators.

The lowest signal, on the other hand, suggests that Capalonga District schools shown high extent, which means they were prepared to monitor and update the students' COVID-19 immunization status through the DepEd Learners' Information System (LIS). According to teacher responders, the system may have low response due to the monitoring updating of COVID-19 immunization connected with and the status of accessing the LIS, which is occasionally inaccessible due to the number of users present.

Three (3) days prior to the start of the school year 2022-2023, however, DepEd stated that just 19% of students have received the full COVID-19 vaccination (GMA News-Panti, 2022). According to national data, a small percentage of students received the COVID-19 vaccine during the school year 2021–2022, when face-to-face instruction gradually resumed.

Ensuring Teaching and Learning. Table 5 shows extent of readiness on gradual resumption of face-to-face classes along ensuring teaching and learning obtained overall weighted mean of 4.44 described as Excellent Extent Readiness.

It can be viewed from the table that five (5) out eight (8) indicators were excellent extent readiness and three (3) out of eight (8) indicators are high extent readiness. The results of the rating were associated with the perspective of the school heads or principals as the respondents of this study.

The highest weighted mean for the indicator indicating the teacher used targeted instruction (remediation, reinforcement, or enrichment) to meet particular learning requirements is 4.74, as shown in the findings. The indicator indicating the instructor assigned instructional time to perform diagnostic tests in order to ascertain the strengths and needs of the learners and establish learning priorities is followed by a weighted mean of 4.71. Then, the three remaining indicators which are described excellent readiness includes; "Teachers monitored learning progress using appropriate tools, such as learning progress checklist, rubrics, and portfolios as per DepEd Order No. 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan), 4.66; Teacher conducted summative assessments to establish whether learners achieved the learning targets specified in the curriculum (e.g., Most Essential Learning Competencies), 4.59; School Based Learning Action Cells (SLAC) are regularly conducted based on the assessed needs of the teachers in providing instructional support to learners, 4.35.

A teacher's ability to deliver effective teaching and learning strategies and ensure learning continuity through a combination of face-to-face classes and distance learning was ensured by three (3) indicators that described "high extent readiness": the teacher provided ongoing feedback on students' outputs and

Table 5 Extent of Readiness in the Gradual Resumption of Face-to-Face Classes along Ensuring Teaching and Learning

Indicators	Weighted Mean	Interpretation
1. The teacher the allotted instructional time to administer diagnostic assessments to determine learners' strengths and needs and identify learning priorities;	4.71	EER
2. The teacher conducted targeted instruction (remediation, reinforcement or enrichment) to address specific learning needs;	4.74	EER
3. The teacher conducted summative assessments to establish whether learners achieved the learning targets specified in the curriculum (e.g., Most Essential Learning Competencies);	4.59	EER
4. The teachers monitored learning progress using appropriate tools, such as learning progress checklist, rubrics, and portfolios as per DepEd Order No. 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan)	4.66	EER
5. The teacher provided ongoing feedback on learners' outputs and performance.	4.20	HER
6. Appropriate technical assistance in a form of coaching and mentoring for teachers was provided to ensure their ability to deliver relevant teaching and learning strategies and ensure continuity of learning through a combination of distance learning and face to face classes.	4.18	HER
7. School Based Learning Action Cells (SLAC) are regularly conducted based on the assessed needs of the teachers in providing instructional support to learners.	4.35	EER
8. Teachers developed activity-based materials for mastery of learning delivered during face-to-face classes.	4.12	HER
Over-all Weighted Mean	4.44	EER

Legend:

- 4.21-5.00 - Excellent Extent of Readiness (EER)
- 3.41-4.20 - High Extent of Readiness (HER)
- 2.61-3.40 - Moderate Extent of Readiness (MER)
- 1.81-2.60 - Low Extent of Readiness (LER)
- 1.00-1.80 - Not Ready (NR)

performance, 4.20; appropriate technical assistance in the form of coaching and mentoring for teachers, 4.18; and teachers developed activity-b.

The best indicator for assuring teaching learning is the use of assessments to identify students' prior knowledge, least-mastered competencies, strengths, and weaknesses. This allows teachers to plan and prepare classes based on the needs of the students. Furthermore, it suggests that teachers have created performance-based evaluation tools like checklists, portfolios, and rubrics to make sure that all students are evaluated on their ability to learn authentically.

The second-highest indication suggests that Capalonga District schools devoted instructional time to conduct diagnostic tests in order to evaluate learners' needs and strengths and establish learning priorities. The schools

placed a high value on this indication since giving learners diagnostic tests helped teachers determine when and how to start their teaching and learning activities.

The lowest outcome, however, relates to creating materials with an active learning component. The outcome suggests that Capalonga District schools did not construct excellent activity-based masterials for students. The respondents claim that because the Schools Division Office held a write shop for the creation of self-learning modules, the school has learning resources accessible that can be used as activity-based materials. Additionally, some of the respondents stated that although copies of the learning materials were shared within the district, SLMs were altered and contextualized to meet the requirements of the students.

Well-being and Protection. Table 6 shows extent of readiness of public schools in Capalonga District in terms of Well-being and Protection. It can be viewed from the table that 10 out 16 indicators are excellent extent readiness and six (6) out of 16 indicators described as High Extent Readiness. This component has a total weighted mean of 4.22 interpreted as Excellent Extent Readiness which is highly related to the perspective of the school heads or principals as respondents of this study.

Among the responses the ten (10) indicators described as Excellent Extent Readiness are the following; “Reiteration of protocols for learners, teachers, and personnel who manifest COVID-19 symptoms to not physically report to school and seek medical advice virtually if possible, 4.56; Conducts of hand hygiene prior to entering the school, 4.53; Designation of clinic teachers(s) in absence of school health personnel, who shall provide basic health services and facilitate referral in coordination with the school health personnel at SDO, in absence of school-based health personnel,4.47; Cooperation with the local health authorities in the tracing and quarantine of close contacts of confirmed cases of COVID-19 consistent with DOH guidelines, 4.45; “Conducts of daily rapid health checks in the classroom, 4.36; The school has secured adequate supply of face masks, and/or other COVID-19 protective gears for learners, 4.35; Availability of a hotline/online platform in the SDOs to provide counselling services to learners, teachers, and personnel who require counselling services, in absence of an RG, 4.35; The school has established a clear contact tracing and quarantine system for close contacts of COVID-19 confirmed positive cases, 4.22; Designation of private screening area. On the other hand, the six indicators fall under high extent readiness are the following; Designation of separate space where sick school-goers who have appropriate health facility, without creating stigma , 4.19; Strict adherence to Republic

Table 6 Extent of Readiness in the Gradual Resumption of Face-to-Face Classes along Well-Being Protection

Indicators	Weighted Mean	Interpretation
1. The school has secured adequate supply of face masks, and/or other COVID-19 protective gears for learners.	4.35	EER
2. Conducts of hand hygiene prior to entering the school	4.53	EER
3. Conducts of daily rapid health checks in the classroom	4.36	EER
4. Availability of surgical face masks and school clinic for further assessment of anyone who will show symptoms of COVID-19	4.14	HER
5. Designation of private screening area at the entrance where school goers who show symptoms upon screening can be further examined, or referred	4.21	EER
6. Designation of separate space where sick school-goers who have been managed in the clinic can temporarily stay, awaiting referral to the appropriate health facility, without creating stigma	4.19	HER
7. Designation of clinic teachers(s) in absence of school health personnel, who shall provide basic health services and facilitate referral in coordination with the school health personnel at SDO, in absence of school-based health personnel	4.47	EER
8. Reiteration of protocols for learners, teachers, and personnel who manifest COVID-19 symptoms to not physically report to school and seek medical advice virtually if possible	4.56	EER

9. Cooperation with the local health authorities in the tracing and quarantine of close contacts of confirmed cases of COVID-19 consistent with DOH guidelines	4.45	EER
10. Presence of the School DRRM Team who shall ensure that contact tracing activities as required by the local health authorities, are initiated, and completed among the possible close contacts among DepEd personnel and learners	4.21	EER
11. Designation of rooms for isolation of students and personnel with fever and flulike symptoms near the entrances	3.51	HER
12. Availability of transport vehicles from school to Temporary Treatment and Monitoring Facility	3.91	HER
13. Designation of trained teachers who will facilitate activities fostering Mental Health such as mental health topics, nature of COVID-19, and preventive measures (WASH, physical distancing, etc.)	3.96	HER
14. Availability of a hotline/online platform in the SDOs to provide counselling services to learners, teachers, and personnel who require counselling services, in absence of an RG	4.35	EER
15. Strict adherence to Republic Act No.10173 or the Data Privacy Act of 2012 in the provision of mental health services and referral	4.18	HER
16. The school has established a clear contact tracing and quarantine system for close contacts of COVID-19 confirmed positive cases.	4.22	EER
Over-all Weighted Mean	4.22	EER

Legend:

- 4.21-5.00 - Excellent Extent of Readiness (EER)
- 3.41-4.20 - High Extent of Readiness (HER)
- 2.61-3.40 - Moderate Extent of Readiness (MER)
- 1.81-2.60 - Low Extent of Readiness (LER)
- 1.00-1.80 - Not Ready (NR)

Act No.10173 or the Data Privacy Act of 2012 in the provision of mental health services and referral, 4.18; Availability of surgical face masks and school clinic for further assessment of anyone who will show symptoms of COVID-19, 4.14; Designation of trained teachers who will facilitate activities fostering Mental Health such as mental health topics, nature of COVID-19, and preventive measure (WASH, physical distancing, etc.) 3.96; Availability of transport vehicles from school to Temporary Treatment and Monitoring Facility, 3.91; and Designation of rooms for isolation of students and personnel with fever and flulike symptoms near the entrances, 3.51.

The highest indicator indicates that all Capalonga District schools adhere to health protocol to the fullest extent possible by forbidding students from entering the building while experiencing any COVID-19 symptoms. This means that school employees will immediately switch to working from home and providing relevant updates on their health condition, while students who are also experiencing symptoms like fever and the flu will automatically switch to distance learning modalities and won't be compelled to attend class.

By banning pupils from entering the facility while displaying any COVID-19 symptoms, the highest indicator shows that all Capalonga District schools comply to health protocol to the utmost extent possible. This means that staff members at the school will start working from home right away and giving pertinent updates on their health, while students who also have symptoms like a fever or the flu will start using distance learning techniques and won't be required to go to class.

The data's lowest result, however, suggests that Capalonga District public schools provide special areas for isolating pupils and staff who have fevers and flu-like symptoms close to the entrances. According to school

administrators, their schools don't have any rooms that are specifically intended to be used as isolation rooms, so they use classrooms instead.

Since the United States Department of Education COVID-19 Handbook (2021) recommends having layered prevention strategies that include immediate isolation for suspected or infected individuals, this practice of providing rooms for isolation in schools during the opening of classes during pandemic was in line with it.

Home-School Coordination. Table 7 shows the home-school coordination extent of readiness achieved the over-all weighted mean of 4.44 interpreted as Excellent Extent Readiness. The results of this rating were highly associated with the perspective of the school heads or principals in Capalonga District.

Table 7 Extent of Readiness in the Gradual Resumption of Face-to-Face Classes along Home-School Coordination

Indicators	Weighted Mean	Interpretation
The school has developed a plan in coordinating with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT) in ensuring that protocols are observed properly	4.38	EER
The school has developed a strategy in orienting parents on health protocols and safety measure; Safety precautions and preventive measures while commuting [e.g., wearing of proper face masks and refrain from talking and eating while in public transportation ensure adequate ventilation, frequent and proper disinfection, appropriate physical distancing.	4.56	EER
Safety precautions and preventive measure upon entering the school premises	4.38	EER
The school has identified a designated waiting area with proper ventilation for parents' or guardians.	4.44	EER
Over-all Weighted Mean	4.44	EER

Legend:

- 4.21-5.00 - Excellent Extent of Readiness (EER)
- 3.41-4.20 - High Extent of Readiness (HER)
- 2.61-3.40 - Moderate Extent of Readiness (MER)
- 1.81-2.60 - Low Extent of Readiness (LER)
- 1.00-1.80 - Not Ready (NR)

It can be observed that all the four (4) indicators for Home-School Coordination described as excellent extent readiness with a highest weighted mean of 4.56 for the indicator the school has developed a strategy in orienting parents on health protocols and safety measure; safety precautions and preventive measures while commuting [e.g., wearing of proper face masks and refrain from talking and eating while in public transportation ensure adequate ventilation, frequent and proper disinfection, appropriate physical distancing. It was followed by the weighted mean of 4.44 for the indicator of the school has identified a designated waiting area with proper ventilation for parents' or guardians. Ranked third is for indicators; “The school has developed a plan in coordinating with the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT) in ensuring that protocols are observed properly, 4.38.

The highest indicator suggests that schools in the Capalonga District educated parents about health protocols and safety measures; teachers and students were instructed on proper facemask use; and signs were put up to remind students and school staff about preventive measures to avoid infection, such as not eating while inside a bus, jeepney, or tricycle; keeping physical distance at all times; and remaining on ventilated areas. This suggests even more that schools actually followed the health precautions outlined in the instructions for preparing schools for the introduction of face-to-face instruction.

The second-highest indicator indicates that schools prioritized parents' and guardians' attendance at school by preparing dedicated waiting areas with adequate ventilation for them. Some parents helped their kids at school and made sure they were returning home afterward to keep them away from other people. This indicates that public schools have worked to improve the home-school partnership where parents feel safe and at ease while waiting for their kids inside the classroom. This indicator was intended to serve as a reminder to everyone entering a school to follow the safety precautions.

The coordination between the appropriate authorities, particularly the Barangay Local Government Unit (BLGU) or the Barangay Health Emergency Response Team (BHERT), was reportedly ensured by public schools, according to at least two (2) indicators. They have strategies for how to get in touch with the barangay in the event that there is clear evidence that infected teachers or children entered the building. By adding the DRRM in charge and the school head to the BHERT group chat for simple communication facilitation, they established an open line of communication. Additionally, for quick access to phone numbers, hotline numbers are placed in prominent locations throughout the school and in each classroom. Additionally, it implies that students entering public schools must take safety precautions and preventive measures like washing their hands with soap and water, checking their body temperature, filling out a health declaration form, ensuring proper face mask use, and maintaining physical distance at all times.

Significant Relationship Between the Profile of the Public Schools of Capalonga District and their Extent of Readiness in the Gradual Resumption of Classes

The test for significant relationships between the variables considered were tested using the Somers' Delta Correlation Coefficient (d). Table 2 shows that the extent of readiness in the gradual resumption of classes along managing safe school operations, ensuring teaching and learning, well-being and protection, and home -school coordination and the profile of the school in terms of school classification, annual MOOE and number of enrollees obtained no significant relationship between the variables considered except for school classification profile and managing safe school operations (d=-.209, p-value=0.049) at 0.05 significant level. It means that the size of the school has a significant impact on how well it can manage and maintain safe learning environment for its students. Such may have implications to school administrators.

It also suggests that larger schools require more resources or different strategies to ensure safe and secure learning environment. On the other hand, smaller schools struggling for safe school operations may suggest that they need more support and resources to ensure that they can effectively manage and maintain a safe learning environment. However, the book of Lee (2000) titled *School Size and the Organization of Secondary Schools* states that Elementary schools are often small, based on an interest in providing intimate relations and a supportive environment for young children. The purpose of many elementary schools was, and still is, to provide relatively simple and relatively undifferentiated educational programs to the children of a socially homogeneous neighborhood clientele. On the other hand, secondary schools—particularly public comprehensive schools—need more students in order to accomplish their more complex purposes. Typically, secondary schools draw from larger areas with more heterogeneous populations. Thus, the school classification has some effects on the preparations of gradual resumptions of face to face classes because of the number of students or pupils to be accommodated of the school which may also affect on the needed resources. Generally, the extent of readiness on the gradual resumption of classes has no significant relationship to the profile of the schools, hence, the null hypothesis will not be rejected.

Table 8 Test for Significant Relationship between the profile and the Extent of Readiness in the Gradual Resumption of Classes

Indicators	Profile						
	School Classification		Number of Enrolees		Annual MOOE		
	D	p-value	D	p-value	d	p-value	
Managing Safe School Operations	-.209*	.049	-.199	.058	-.167	.146	

Ensuring Teaching and Learning	-.019	.899	-.045	.770	-.072	.632
Well-Being and Protection	-.109	.245	-.125	.187	-.117	.212
Home School Coordination	-.053	.621	-.065	.545	-.070	.513

*Correlation is significant at 0.05 level

Challenges in the Gradual Resumption of Face-to-Face Classes Encountered by the Public Schools in Capalonga District

The gradual resumption of face to face classes for public schools has brought some challenges to public schools particularly in the Capalonga District. Table 9 shows the challenges encountered in the gradual resumption of face to face classes by the public schools of Capalonga District. The data indicates that majority of the respondents have encountered challenge in the “lack of hand washing area” as the top one (1) among the (10) challenges encountered by the respondents. It was followed by the indicator “no provision of isolation room as the second most challenging for the public schools. Ranked third is the indicator for no provision of waiting area in the school vicinity”. Others challenges that have encountered are the following; Filling out Health declaration form every time they enter the school premises; No enough space for Safe drop-off and pick-up point of modules; No provision for contingency plan in case of student and other school personnel is covid19 positive; No provision of policies on safety precautions and preventive measure upon entering the school; Incomplete Entrance and Exit Map (School Map). While, the least challenge is the indicator for unavailability of monitoring board for COVID-19.

Table 9 Challenges Encountered in the Gradual Resumption of Face-to-Face Classes Encountered by the Public Schools of Capalonga District

Indicators	Frequency	Rank
Incomplete Entrance and Exit Map (School Map)	40	9
Filling out Health declaration form every time they enter the school premises.	43	5
Lack of hand washing area	56	1
Unavailability of temperature scanner for body temperature checking	41	8
No available room for isolation	48	2
Unavailability of Monitoring Board for COVID 19	36	10
Absence of Waiting Area in the school vicinity	47	3
No enough space for Safe drop-off and pick-up point of modules	43	5
No provision of policies on safety precautions and preventive measure upon entering the school	42	7
No provision for contingency plan in case of student and other school personnel is covid19 positive.	43	5

According to the research, most of the public schools in the Capalonga District had trouble setting up hand washing stations. Due to restricted funding for the building of hand wash, according to the school head responses, their school does not have enough hand washing areas to supply the required number of hand washing faucets. Additionally, the findings are consistent with a UNICEF research from 2021, which reveals that one in three primary schools lacks basic water and sanitation facilities, and that nearly half of all schools lack basic hygiene services. Children who are unable to wash their hands run the risk of contracting an infection more than those who can.

The provision of isolation rooms presented another difficulty as lessons were gradually resumed in most public schools. According to the rules in the school safety assessment tools, this room must be present for all schools in order to hold in-person classes. The lack of a room at the school that could be used as an isolation room was mentioned as a challenge by the school head interview responders. They did, however, designate the clinic as an isolation room. Additionally, an isolation room must ensure the patients' privacy wherever possible and have adequate ventilation.

Additionally, the public schools are having problems with "the lack of a waiting area in the school vicinity," which is problematic for them because there isn't any room on the school grounds for this use. The covered court, however, was allegedly the alternate location used as a waiting room, according to the respondents. However, not all schools have covered courts, so they serve as waiting areas by erecting kiosks or tents. The schools acknowledged that this presented a challenge because they had to make this provision in order for face-to-face classes to resume.

On the other hand, the lack of a COVID-19 monitoring board at the school is the least difficult situation. This finding implies that, because the COVID-19 monitoring board has been put in the majority of the public schools in the Capalonga District, they all find this the least difficult. The monitoring board is necessary so that all students and school staff are informed of the number of COVID-19 positive cases in the area.

Proposed Intervention Plan to Ensure the Effective Resumption of Face-to-Face Classes in Capalonga District

According to the study's findings, there are difficulties with the gradual start of face-to-face classes, even though the majority of the indicators were rated as excellent in terms of readiness because they were based on the perception of the school heads or principals who were the study's respondents. This indicates that a plan for intervention is required to enable the Capalonga District's effective return to face-to-face instruction.

In accordance with the findings in Table 9, the prepared intervention plan is presented in the following pages and will be recommended for all schools in the Capalonga District. This strategy could also be applied in the event that there is a future epidemic. The intervention plan was divided into the following sections: objectives; activities/strategies; people involved; resources required; time frame; and success indicator.

To specify the focus of the actions and tactics, the objectives were laid forth in the plan. These goals are acts that must be taken that are both specific and measurable. The acts that must be taken by those participating in the plan in order to accomplish certain goals are known as the activities. As a result, the parties involved are the designated individuals in the school who are made up of internal and external stakeholders and who are responsible for carrying out their respective tasks and obligations in order to accomplish their respective goals. While the resources required relate to the supplies, tools, money, and other things that will be used for carrying out the activity.

Table 10 Proposed Intervention Plan in Ensuring Face-to-Face Classes in Capalonga District

Challenge	Objectives	Strategies / Activities	Persons Involved	Resources Needed	Time Frame
Lack of washing facility	To ensure that any school personnel, guests, and students are free from possible virus transmission through provision of handwashing area near the entrance gate	Conduct income-generating projects through SPTA to raise funds; Tap alumni, LGU, and stakeholders to donate materials for construction	School Head, Physical Facilities Coordinator, Advisers, SPTA BOD	Project Proposal, Hardware Materials	Before opening of classes
No available room for isolation	To isolate immediately learners, school personnel, and guests showing COVID-19 symptoms	Identify space in school for isolation room; If unavailable, conduct income-generating projects; Utilize special education fund; Use covered court or available space	School Head, Physical Facilities Coordinator, Advisers, Parents	NSBI Report, Project Proposal, Letter Request, Resolution	Before opening of school year

Absence of waiting area in the school vicinity	To provide a conducive space for parents and visitors to observe minimum health protocols	Install signboards for designated waiting areas	School Head, SPTA, Parents, Teachers	Assessment Report, Signboard, Tarpaulin	Two weeks before opening of school year
Filling out health declaration form every time entering school	To ensure all persons have filled out the health declaration form	Assign watchman to monitor compliance; Provide QR code scanning for easy access	School Head, Health Coordinator, Advisers, Parents; Teachers, ICT Coordinator, Students	Bond paper, ink, printer; Laptop, internet connection	Entire school year
No enough space for safe drop-off and pick-up of modules	To observe non-physical contact in module distribution and submission	Utilize school passage, stage, covered court, kiosk for drop-off and pick-up areas	School Head, Physical Facilities Coordinator, Advisers, Teachers	Supplies for structuring the space	Entire school year

FINDINGS

The findings drawn from the study were summarized as follows:

1. Majority of the public schools in Capalonga District were under small classification, comprises the 63 percent or 17 out of 27 elementary and secondary schools. There are four (4) medium schools or 15 percent while large category composed of six (6) schools or 22 percent. Notably, no school was classified as Mega Large in the district of Capalonga. For the enrollment, 16 public schools in Capalonga District fall under 101-300 enrollment or 59.26 percent; four (4) schools with 301-500 number of enrollees with or 14 percent; three (3) schools have 100 and below enrollees or 11.11 percent; two (2) schools have 701-900 enrollment or 7.41 percent; one (1) school has enrolment of 1001 and above while no school has the enrolment of 901-1,000. Results also revealed that majority of the schools have only 300,000 and below school budget for the whole calendar year while, one (1) school do have not have MOOE allocation.
2. In general, all schools in Capalonga District have shown excellent extent in readiness to implement the face-to-face classes in terms of managing safe school operations with a general weighted mean of 4.40; ensuring teaching with weighted mean of 4.44; well-being and protection obtained weighted mean 4.22 and home-school coordination garnered weighted mean of 4.44.
3. The test of significance relationship between the profile of the schools and the extent of readiness on gradual resumption of face-to-face classes reveal that there is no significant relationship between the variables considered except for the category profile and managing safe school operations ($d=-.209$, $p\text{-value}=0.049$) at 0.05 significant level.
4. The top three (3) challenges encountered by respondents on the readiness on gradual resumption of face-to-face classes where lack of hand washing area obtained summary rank one (1). While rank two (2) in the list is that the available isolation room for the students and school personnel showing symptoms of COVID-19. Then, absence of waiting area in the school vicinity was the ranked third among the challenges. It is found that the least challenge is the unavailability of monitoring board for COVID-19 as ranked 10th in the list.
5. A proposed intervention plan was developed consisted of the challenges, activities/strategies, person involved, resources needed and time frame.

CONCLUSIONS

Based on the mentioned findings, the following conclusions were drawn:

1. The profile of schools in Capalonga District in terms of school category, enrolment and MOOE vary.
2. There is an excellent in extent of readiness among schools in Capalonga District in the implementation of gradual resumption of classes along four (4) areas of concerns such as; managing safe school operations; ensuring teaching and learning; well-being and protection and home-school coordination.
3. There is no significant relationship between the profile of the schools and the extent of readiness in terms of the three (3) variables considered. However, a significant relationship is observed between the profile of school in terms of school's category and managing safe school operations.
4. The results of the extent in readiness in all areas of concerns were based from the perceptions of the school heads or principals as respondents thus, there are three most challenges encountered in the gradual resumption of face-to-face classes which includes; lack of hand washing area; no provision of isolation room; and absence of waiting area in the school vicinity.
5. The intervention plan will be proposed and implement in Capalonga District to address the challenges encountered by the schools in readiness on gradual resumption of face-to-face classes and ensure the effective implementation of face-to-face classes.

RECOMMENDATIONS

From the withdrawn findings and conclusions of the study, the following suggestions are recommended:

1. The small schools and large schools may intensify the collaboration among parents and stakeholders to augment resources since the needs of the schools depend on the number of students. In addition, The School may encourage donations from alumni, private individuals, parents and fund raising should be conducted to augment the resources particularly for the school which has no MOOE.
2. The school may sustain the strong collaboration with the parents, community, national agencies and other concern individual in ensuring the safety of learners and smooth transition of face-to-face classes from remote learning. Maintain the excellent extent in readiness of the school in the implementation of face-to-face classes through-out the school year particularly on health protocols like hand washing activities for continuous prevention of diseases.
3. The small, medium and large schools may continue to collaborate each other to share their practices on managing safe school operations and other areas of concerns in ensuring the safety of the students and school personnel.
4. The schools may construct additional handwashing facilities to achieve the handwashing learner ratio for group handwashing and tap stakeholders to support the funding of construction of handwashing when MOOE is not enough. The schools may also identify permanent isolation room and waiting area even without the pandemic for the health care purposes and provide additional space for isolation rooms and building intended for the purpose of holding the student and personnel with sign and symptoms of COVID-19. Tap stakeholders to donate materials and utilize the special education funds to augment resources.
5. The proposed intervention plan should be implemented immediately so that all schools have completed all the requirement set forth by the Department of Education and Department of Health in the full implementation of face-to-face classes.
6. The future researchers may use the results of this study to as reference for the future studies related to the readiness of public schools in the implementation of face-to-face classes.

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